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ABSTRACT

This study proposed to examine some of the essential features of Alaska's guidance and counseling programs as well as to determine the services necessary for an effective program. The study further sought to determine levels of program adequacy for each of 43 typical characteristics. Characteristics were grouped into the broad activity areas of counseling, staff attitudes and relationships, facilities, program orientation and information, occupational counseling, follow-up, administrative policies and ancillary services. Forty principals and 82 counselors were surveyed in 25 school districts. Principals and counselors were additionally asked their opinions regarding the importance of the characteristics in local guidance and counseling programs. The study revealed few significant differences within each respondent group when compared by urban and rural locations. The number of significant differences increased when the respondents were compared by professional positions. A high degree of homogeneity exists among the respondents in their reactions to the characteristics. This suggests some level of program improvement is recognized by both principals and counselors. Findings in this study tend to support the literature that principals and counseling staffs perceive the function and role of counseling differently. The study concludes that there is a need for clarification and agreement between principals and counselors concerning role perception and utilization of counselor skills. (Author/HH)

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An Evaluation of Secondary School Guidance & Counseling Programs in Alaska

(PHASE I)

-ABRIDGED-

CG 008 993

ABSTRACT

This study sought to determine levels of program adequacy for each of 43 typical characteristics. Principals and counselors were additionally asked their opinions regarding the importance of the characteristics in local guidance and counseling programs. Forty principals and eighty-two counselors were surveyed in twenty-five school districts. Characteristics are grouped into the broad activity areas of counseling; staff attitudes and relationships; facilities; program orientation and information; occupational counseling; follow-up; administrative policies; and ancillary services.

The study revealed few significant differences within each respondent group when compared by urban and rural locations. The number of significant differences increased when the respondents were compared by professional positions. Except for a rejection of the hypothesis for characteristic 23 (inservice education) under each category in the study, all other significant differences were of a singular nature.

Several patterns emerged from the findings. A high degree of homogeneity exists among the respondents in their reactions to the characteristics. The spread of mean responses for thirty-eight characteristics under Adequacy of Program, Table 1., ranges from 2.19 to 3.18. This suggests some level of program improvement is recognized by both principals and counselors.

Findings in the study tend to support the literature that principals and counseling staffs perceive the functions and role of counseling differently.

TECHNICAL REPORT

(Abridged)

AN EVALUATION OF SECONDARY SCHOOL GUIDANCE AND COUNSELING PROGRAMS IN ALASKA

PHASE I

The Project Report
Submitted to

State Advisory Council for
Vocational and Adult Education,
Alaska Department of Education,
Juneau, Alaska

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PREFACE

This investigation required the sincere interest and contribution of many individuals, and we gratefully acknowledge this invaluable assistance. Though it is not possible to thank all contributors, we acknowledge the efforts of the project's steering committee composed of members from the State Advisory Council for Vocational and Adult Education. Special recognition goes to Mrs. Wanda Cooksey, Guidance Services Section Chief, Alaska Department of Education, who provided both ideas and counsel.

Special recognition is due principals and counselors who demonstrated their professional responsibilities and interest in improving guidance and counseling programs by taking time to respond to the research instrument.

We gratefully acknowledge the invaluable contribution of the Office of Research, Planning, and Information of the Alaska Department of Education who processed the data, particularly Mr. Tom Crewson and Mr. Dave Eide for their helpful assistance in planning and programming.

The material in this publication was prepared pursuant to a grant from the Alaska State Advisory Council for Vocational and Adult Education. Contractors undertaking such projects are encouraged to freely express their judgement in professional and technical matters. Points of view or opinions do not, therefore necessarily represent the official views or policy of the University of Alaska or the Alaska Department of Education.

FOREWARD

As Alaska prepares to meet the new challenges of its growing economy and the complexities of a modern society, the public becomes more mindful of education's role in meeting economic and social responsibilities. The guidance and counseling program is beginning to emerge as a key factor in the educational system as one which contributes directly to the specific and broad purposes of education.

The guidance challenge of the 70's is to attune our educational efforts to the realities of our times by providing students with the experiences necessary for them to develop the attitudes, skills, and abilities required to live a responsible and satisfying life.

It is the purpose of this study to examine some of the essential features of Alaska's guidance and counseling programs as well as determine the services necessary for an effective program. The healthy growth and improvement of our educational system is dependent upon the evaluation of the system's attitudes and practices. The opinion of those working within the system is very important.

We hope this study will provide information useful to all educators for the betterment of Alaska's youth.

STATE ADVISORY COUNCIL FOR VOCATIONAL AND ADULT EDUCATION

TECHNICAL REPORT

(Abridged)

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I. INTRODUCTION

SCOPE OF THE STUDY

The main objective of this study was to obtain responses from building principals and counseling staffs concerning guidance and counseling program characteristics and their importance in field operations. The study does not decide whether existing programs are "good" or "bad", but rather reports the state of the field.

For this phase of the survey it was considered necessary to develop a list of program components broadly representative of the state's guidance and counseling programs. The professional competencies of the counselor were not considered in this survey.

A list of typical program characteristics was developed from the literature. The characteristics are grouped into the following clusters:

1. Counseling Activities
2. Staff Attitudes and Relationships
3. Facilities
4. Program Orientation and Information
5. Occupational Counseling
6. Follow-up

7. Administrative Policies
8. Ancillary Services

Each characteristic should be examined individually. No attempt should be made to average the findings. Characteristics are to be evaluated in terms of their strengths, weaknesses, and needs revealed by the responses.

The results carry several meanings and require interpretation on the basis of local and regional circumstances. Each value indicates an attitude or success level. To determine direction of trends, professional information was collected and compared to the results of a study conducted by Olson (1969) on the characteristics of Alaskan counselors.

BACKGROUND OF THE PROBLEM

Guidance and counseling exists as an accepted part of the school system. Each student is a unique individual with the right to self-fulfillment, self direction, with a responsibility for making decisions and living by their consequences. The philosophy of an educational opportunity for all youth has given emphasis to the need to assist students in personal development, education and career planning. The guidance program works within the context of the total education structure which includes the home, school, and community at large. Guidance and counseling has a shared responsibility with each. An effective guidance and counseling program

cannot be built upon the favoring of one element at the expense of the others. Continuous evaluation of the state's educational process and personnel is essential to the uniformity of its future growth and meeting the needs of its people.

Though local flexibility must be permitted to the limit of available personnel and financial resources, the elements of a basic program are centered around identified student needs. If school programs are to remain relevant to the world of which they are a part, the rapidity of contemporary change in Alaska, for example, demands prescribing specific goals and objectives for each group of students to be served.

Olson (1969) reports that as recently as 1964 did the state make provision for the certification of counselors and that the standards, at least temporarily, optional rather than mandatory. By contrast, the November, 1972 certification requirements call for an approved professional program, master's degree and practicum within a school setting. Provisional certification with less than the regular requirements is still possible, but endorsement may not be renewed.

As Alaska moves rapidly to keep pace with economic growth forecasts and societal expectations, the total educational system will frequently come under evaluation. In this era of educational accountability, the relevance of guidance and counseling program objectives will be further examined.

According to Jones (1971),

> Until recently the guidance movement has escaped severe criticism in educational contexts. Now, guidance personnel and services are suffering more than most other educators and educational programs... on the basis of documented program effectiveness in meeting specific objectives (p. 15).

IMPORTANCE OF THE STUDY

Studies examining statewide guidance and counseling program characteristics have not been previously conducted in Alaska. Olson (1969) examined the educational training, professional preparation, certification status, and responsibilities of counselors in Alaska. To update information from the 1969 project, provision was made within the framework of the current study to collect similar data for comparison.

In his discussion on the value of descriptive studies, Olson (1969) quotes from Van Dalen's book, Understanding Education Research, 1962, as follows:

> Pertinent data regarding the present scene may focus attention upon needs that would otherwise remain unnoticed. They may also reveal developments, conditions, and trends that will convince citizens to keep pace with others or to prepare for probable future events. Since existing education conditions, processes, practices, and programs are constantly changing, there is always a need for up-to-date descriptions of what is taking place (p. 6).

ASSUMPTIONS OF THE STUDY

Alaska's expanding technological society, with its accompanying imperatives will require emphasis on a core of comprehensive principles and activities which will assist students towards becoming effective individuals in our changing world. There is a need to search for the common elements of an effective guidance and counseling program. Essentially, the search requires a planned process and deliberate construction. Good program development is not merely the organization of a milieu of unrelated activities.

Planning precedes an effective guidance and counseling program. Significant changes taking place in education require that guidance and counseling services be designed to assist students in the making of occupational choices as well as educational ones.

It is incumbent upon all educators to see that differences between the school's administration, teachers, the guidance and counseling staff, and community is minimized. The problem becomes one of willingness to accept and implement greater functional adaptability to changing demands.

The dichotomy existing between the school administrator s perceptions of the role and function of counselors is described in a study conducted by Maser (1970). He points out that administrators are either not aware of or are insensitive to the role and function of counselors. Dietz' (1972) discussion on the principals' attitudes towards counselor role and function reflects evidence in counseling literature that counselors and administrators do not agree on priorities of counselor role and function. The data presented in his study

shows principals have a less positive attitude towards the counseling function than they do to other activities.

To organize the mechanics of the study, it was necessary to construct the following operating premise: Though geographic differences and professional position may influence given guidance and counseling programs, there exists a commonality of agreement between the respondents.

II. DESIGN OF THE STUDY

This is an empirical investigation of characteristics considered essential for adequate performance of guidance and counseling programs in Alaska's secondary schools. The study examines the adequacy level of each characteristic within local programs as viewed by administrators and counselors. Also studied is the level of importance placed upon each characteristic for an effective guidance and counseling program. The findings provide information for the improvement of programs throughout the state. Following is a summary of procedures employed in the study to describe specific steps taken during the investigation.

THE VARIABLES OF ADEQUACY

The first variable in the study is a list whereby respondents, by placing a (✓) at the adequacy level, reflected their opinions of their local guidance and counseling program for each of the 43 characteristics. Principals and guidance and counseling staffs for grades 7 to 12 were asked to evaluate the importance level of each characteristic for an effective guidance and counseling program. Each of the 43 program characteristics was assigned a value of:

0. Not Applicable (Excluded from statistical analysis)
1. Excellent
2. Adequate
3. Improvement Needed
4. Very Inadequate

A three-column scale is included as the second variable. Importance level choices and values are as follows:

1. Very Important
2. Desirable
3. Unnecessary

PREPARATION OF THE QUESTIONNAIRE

The instrument used in this study was a mail survey questionnaire containing 39 program characteristics and four sub-elements together with a four-point Likert-type scale which enabled respondents to judgementally mark the adequacy level of each characteristic within local programs. The instrument additionally contained a three-column numbered scale which permitted the respondents to indicate their judgement as to the importance of each

characteristic in an effective program. Mail surveys to collect attitudinal and functional data on a statewide basis were used by Anderson (1967) and Dietz (1972).

The characteristics contained in the questionnaire were compiled from those suggested by Wysong (1969), Maser (1970), AVE (1971), and the Texas Education Agency (1971). The format used by Martin (1972) and Spaziani and Courtney (1973) for the study of professional education competencies provided the structural basis for this instrument.

Each of the 43 instrument items were carefully checked by the project team to determine their appropriateness to secondary school guidance and counseling programs. The instrument was mailed with self-addressed stamped envelopes to individual respondents (See Appendix A for a copy of the instrument). The cover sheet of the instrument contained provisions for descriptive information to be provided by counselors.

SELECTION OF THE SAMPLE

To minimize the possibility of significant sampling errors instruments were mailed to principals and counselors in each of the public secondary schools throughout the state. (See Appendix B for the names of participating communities.)

FIGURE 1.

QUESTIONNAIRE RETURNS

	NUMBER SENT	GROSS RETURNS		REJECTED/LATE		NET RETURNS	
		No.	%	No.	%	No.	%
COMMUNITIES	26	25	96.2	--	--	--	--
PRINCIPALS	46	40	87.0	--	--	40	87.0
GUIDANCE/COUNSELING PERSONNEL	106	91	85.8	9	9.9	82	77.4
totals	152	131	86.2	9	6.9	122	80.3

THE STATISTICAL DESIGN

The central problem of this study was to survey guidance and counseling systems regarding the state of the field as viewed by principals and counselors in Alaska's secondary public schools grades 7 - 12. The general design of this study included the following:

1. The population for the study was representative of secondary school principals and guidance and counseling staffs in the Northern, Southcentral, and Southeastern regions of Alaska and from rural and urban-type schools. A sample of 40 principals and 82 counselors in 40 secondary schools provided data by completing and returning a 43-item questionnaire mailed directly to them by the project team. Figure 2. indicates the sampling pattern by respondent and regions.

2. Responses indicating the level of adequacy were reported on a four-point Likert-type scale with assigned values ranging from a high of 1. to a low of 4. Provision was also made for respondents who did not feel the characteristic was applicable to their situation. This response had an assigned value of 0. and was excluded from data analysis.

3. Opinions as to the importance level of each characteristic in a guidance and counseling program were compiled on a three point scale with a high importance level of 1. and a low of 3.

FIGURE 2.

DISTRIBUTION OF RESPONDENTS

Region	Counselors	Principals	Total	Percentage
Northern	14	7	21	17
Southcentral	53	19	72	59
Southeastern	15	14	29	24
Total	82	40	122	100

Geographic Location[1]	Total	Percentage
Urban	85	70
Rural	37	30
Total	122	100

(1) Designated "Urban" areas for the purpose of comparison: Fairbanks, Anchorage (city), Kodiak, Juneau, Sitka, and Ketchikan. All others are considered "Rural".

4. Descriptive information provided by counselors on the cover page of the insturment was compiled and compared to similar information gathered by Olson (1969) in his study of Alaskan counselor characteristics.

5. There was an interest in learning if differences existed among the characteristic mean scores of principals and counselors in the study. The hypothesis tested was that there were no significant differences among the respondents. The primary test statistic used to analyze contrasts between the mean scores for each characteristic was the BIOMED "t" program (BMDX70). The t-value was based upon separate variance estimates with the .05 level of significance being used for the assessment of differences.

III. PRESENTATION AND SUMMARY OF THE DATA

It was considered essential to determine if significant differences existed among the reactions of respondents to the characteristics listed in the questionnaire. The data were analyzed by the BIOMED "t" Program (BMDX70) by the Office of Research, Planning and Information of the Alaska Department of Education. The program computes t-statistics and associated probability levels for the equality of the means of the two groups based on pooled and separate variance estimates. The current study utilized separate variance estimates for computed "t" values. For the assessment of differences between groups all hypotheses were tested at the .05 significance level. Descriptive measures were used for other information included in the study.

The population studied consisted of 40 secondary school principals and 82 guidance and counseling personnel in 25 participating communities. A total of 122 respondents (1) were surveyed.

The similarity of the two populations is reflected in the standard deviations and shows them to be homogenious. It may be concluded that geographic location of the respondents has had little significant impact upon the

(1) A number of respondents checked certain characteristics as "Not Applicable" to their program. These responses were not used in the statistical analysis of data.

consistency of their reactions to the program characteristics contained in the survey instrument.

An examination of Table 1. shows several significant differences between the respondents reactions.

TABLE 1.

COMPARISON OF RESPONSES FOR ALL COUNSELORS AND PRINCIPALS

ADEQUACY OF PROGRAM

Significance tests were conducted for each of the items included in the instrument. The computed "t" value was less than the tabular value for 36 characteristics. Thus, the null hypothesis was retained for 36 tests and rejected for 7.

Eight characteristics have paired means of 2.00 or lower, indicating a range of satisfaction from excellent (1) to adequate (2). Several other characteristics are not paired within the range, but are marginal. The spread of mean responses for the remaining thirty-eight characteristics ranges from 2.19 to 3.18, suggesting some level of program improvement is recognized by the respondents. Each characteristic must be judged individually on the basis of its mean responses.

IMPORTANCE OF CHARACTERISTIC

Significance tests were conducted for each of the items included in the instrument. The computed "t" value was less than the tabular value for 31 characteristics. Thus, the null hypothesis was retained for 31 tests, and rejected for 12.

Means for characteristics (5), (18), and (21) can be considered as being closest to Very Important (1). Although several are marginal, the majority tend to range towards 2., Desirable.

This table is a comparison of responses by professional positions rather than geographical location. The greatest number of significant differences (19) is contained within this group. Differences were anticipated because of the nature of each group's professional responsibilities. Dietz' (1972) study points out that differences are common.

Significant differences under Adequacy of Program reflect less satisfaction on the part of the counselors with these items than indicated by principals. Of the seven program characteristics in which significant differences occur, three are related to counseling activities; four, more appropriately to managerial activities concerning staff and professional relationships.

The category Importance of Characteristic contains 12 characteristics with significant differences between respondents. Counselor responses tend to place a higher level of importance on each characteristic than principals.

Eleven of the remaining characteristics in which there is a significant difference relate strongly to the counseling function. Characteristic four can be considered a managerial task.

The data in this table suggests that principals perceive the counselors primary responsibility of counseling less positively than the other activities. Characteristics 18 and 19 are particularly illustrative of this point. Other parallels are also in evidence.

TABLE 1.

COMPARISON OF RESPONSES FOR ALL COUNSELORS AND ALL PRINCIPALS

PROGRAM CHARACTERISTICS	RESPONDENTS	ADEQUACY OF PROGRAM				IMPORTANCE OF CHARACTERISTIC			
		MEAN	SD	COMPUTED "t"	DECISION	MEAN	SD	COMPUTED "t"	DECISION
1. Philosophy and objectives of the guidance and counseling program are well defined in terms permitting evaluation.	C	2.58	.856	0.36	RETAIN	1.51	.614	1.08	RETAIN
	P	2.52	.784			1.40	.496		
2. The objectives of the guidance and counseling program are understood by the school's professional staff.	C	2.59	.863	1.25	RETAIN	1.25	.492	0.06	RETAIN
	P	2.38	.847			1.25	.494		
3. Each student has a stated career objective and his instructional program reflects this choice.	C	2.97	.771	0.94	RETAIN	1.80	.693	0.04	RETAIN
	P	2.81	.908			1.80	.608		
4. Provisions are made for continuously evaluating and improving the effectiveness of the guidance and counseling services.	C	2.68	.954	1.71	RETAIN	1.29	.484	2.15	REJECT
	P	2.40	.810			1.50	.506		

COMPARISON OF RESPONSES FOR ALL COUNSELORS AND ALL PRINCIPALS

PROGRAM CHARACTERISTICS	RESPONDENTS	ADEQUACY OF PROGRAM MEAN	SD	COMPUTED "t"	DECISION	IMPORTANCE OF CHARACTERISTIC MEAN	SD	COMPUTED "t"	DECISION
5. The administrative staff supports the guidance and counseling program.	C	1.85	.868	1.38	RETAIN	1.07	.306	1.75	RETAIN
	P	1.64	.743			1.20	.405		
6. The guidance and counseling program identifies potential employment opportunities and distributes this information to school personnel, parents and students.	C	2.42	.798	1.16	RETAIN	1.71	.614	1.73	RETAIN
	P	2.23	.781			1.92	.616		
7. Teachers and counseling staff work together as a team to meet the needs of students.	C	2.29	.936	1.17	RETAIN	1.13	.377	0.14	RETAIN
	P	2.10	.810			1.12	.335		
8. The administration provides the guidance and counseling service with adequate personnel and funding.	C	2.54	.822	1.31	RETAIN	1.30	.489	0.05	RETAIN
	P	2.35	.736			1.30	.464		
9. Private counseling space is attractive and accessible to students.	C	2.25	.940	0.28	RETAIN	1.39	.515	2.16	REJECT
	P	2.20	1.067			1.60	.496		

COMPARISON OF RESPONSES FOR ALL COUNSELORS AND ALL PRINCIPALS

PROGRAM CHARACTERISTICS	RESPONDENTS	ADEQUACY OF PROGRAM MEAN	SD	COMPUTED "t"	DECISION	IMPORTANCE OF CHARACTERISTIC MEAN	SD	COMPUTED "t"	DECISION
0. Space is provided for group counseling.	C	2.95	1.005	1.63	RETAIN	1.64	.553	2.24	REJECT
	P	2.66	.838			1.87	.516		
1. There is adequate waiting space for students wishing to use guidance and counseling services.	C	2.59	.914	0.16	RETAIN	1.69	.537	2.08	REJECT
	P	2.62	.897			1.90	.496		
2. Sufficient storage space and facilities for reference materials, confidential student files, supplies, and test supplies.	C	2.41	.820	0.59	RETAIN	1.69	.514	0.84	RETAIN
	P	2.32	.829			1.77	.480		
3. Counselors have adequate access to current information about requirements for job entry, preparation and employment opportunities.	C	2.33	.775	1.57	RETAIN	1.46	.526	2.22	REJECT
	P	2.12	.615			1.70	.564		

COMPARISON OF RESPONSES FOR ALL COUNSELORS AND ALL PRINCIPALS

PROGRAM CHARACTERISTICS	RESPONDENTS	ADEQUACY OF PROGRAM MEAN	SD	COMPUTED "t"	DECISION	IMPORTANCE OF CHARACTERISTIC MEAN	SD	COMPUTED "t"	DECISION
14. An opportunity exists for the guidance and counseling staff to have an awareness of the students' environment outside of the guidance and counseling situation; for example, others influencing behavior.	C	2.20	.832	2.20	REJECT	1.36	.509	0.61	RETAIN
	P	1.90	.672			1.42	.501		
15. Guidance and counseling staff is encouraged to attend individual departmental meetings in the school to assist in coordination with the guidance and counseling functions and to keep abreast of curriculum.	C	2.34	.984	3.54	REJECT	1.42	.498	0.50	RETAIN
	P	1.76	.751			1.47	.506		
16. Guidance and counseling staff is kept informed of meetings in the school and is encouraged to participate.	C	2.08	.864	4.31	REJECT	1.59	.563	0.22	RETAIN
	P	1.55	.504			1.57	.501		
17. The guidance and counseling service assists students with advanced training plans, knowledge of local health and community services, and information about youth activities.	C	2.07	.766	1.60	RETAIN	1.42	.498	1.54	RETAIN
	P	1.85	.700			1.57	.501		

COMPARISON OF RESPONSES FOR ALL COUNSELORS AND ALL PRINCIPALS

PROGRAM CHARACTERISTIC	RESPONDENTS	ADEQUACY OF PROGRAM MEAN	SD	COMPUTED "t"	DECISION	IMPORTANCE OF CHARACTERISTIC MEAN	SD	COMPUTED "t"	DECISION
18. Provision is made to assist students with individual assessments of their abilities and interests, personal adjustments individual perceptions, and values in order for them to make more effective personal decisions.	C	2.19	.813	0.99	RETAIN	1.07	.262	2.08	REJECT
	P	2.05	.749			1.22	.423		
19. An opportunity is provided for students to develop a self awareness of their attitudes and aptitudes so that they can make more meaningful occupational choices.	C	2.48	.741	1.64	RETAIN	1.14	.356	3.17	REJECT
	P	2.25	.715			1.45	.552		
20. Guidance and counseling services are available to:									
a. Parents	C	2.36	.803	1.26	RETAIN	1.49	.593	3.04	REJECT
	P	2.58	.874			1.82	.501		
b. Out-of-school youth	C	2.68	.989	0.46	RETAIN	1.75	.600	3.00	REJECT
	P	2.58	.907			2.10	.591		
c. Members of the family	C	2.53	.890	0.28	RETAIN	1.75	.620	1.38	RETAIN
	P	2.58	.874			1.90	.496		

COMPARISON OF RESPONSES FOR ALL COUNSELORS AND ALL PRINCIPALS

PROGRAM CHARACTERISTICS	RESPONDENTS	ADEQUACY OF PROGRAM MEAN	SD	COMPUTED "t"	DECISION	IMPORTANCE OF CHARACTERISTIC MEAN	SD	COMPUTED "t"	DECISION
21. Counseling is available to students:									
a. When they feel they need it.	C	1.68	.784	0.12	RETAIN	1.10	.352	1.76	RETAIN
	P	1.70	.758			1.25	.439		
b. When the counselor feels they need it.	C	1.81	.662	1.13	RETAIN	1.52	.613	0.46	RETAIN
	P	1.97	.778			1,57	,549		
c. When administrators and teachers feel they need it.	C	1.83	.665	0.26	RETAIN	1.50	.593	0.00	RETAIN
	P	1.87	.695			1.50	.555		
22. The guidance and counseling staff is active in employment placement efforts.	C	2.54	.871	1.99	RETAIN	1.76	.672	1.14	RETAIN
	P	2.21	.706			1.92	.730		
23. In-service training for the improvement of professional skills is provided for in the budget for guidance and counseling staff.	C	3.18	.748	2.14	REJECT	1.45	.525	3.07	REJECT
	P	2.87	.757			1.75	.494		

COMPARISON OF RESPONSES FOR ALL COUNSELORS AND ALL PRINCIPALS

PROGRAM CHARACTERISTICS	RESPONDENTS	ADEQUACY OF PROGRAM MEAN	SD	COMPUTED "t"	DECISION	IMPORTANCE OF CHARACTERISTIC MEAN	SD	COMPUTED "t"	DECISION
24. A guidance and counseling orientation program is provided for students, parents, and professional staff in the school by the guidance and counseling department.	C	2.89	.801	0.40	RETAIN	1.50	.503	2.05	REJECT
	P	2.82	.942			1.72	.599		
25. A continuous orientation process for guidance and counseling services is carried on throughout the school year.	C	2.83	.887	1.48	RETAIN	1.52	.549	2.28	REJECT
	P	2.60	.810			1,75	.494		
26. The confidentiality of all information obtained for guidance and counseling purposes is scrupulously maintained.	C	1.75	.794	0.64	RETAIN	1.15	.400	1.39	RETAIN
	P	1.65	.893			1.27	.452		
27. A regular follow-up program is part of the guidance and counseling services.	C	2.78	.892	1.14	RETAIN	1.43	.569	C.57	RETAIN
	P	2.60	.778			1.50	.555		
28. A cumulative educational record is maintained for each student.	C	1.71	.653	0.14	RETAIN	1.36	.509	1.00	RETAIN
	P	1.70	.791			1.27	.452		

COMPARISON OF RESPONSES FOR ALL COUNSELORS AND ALL PRINCIPALS

PROGRAM CHARACTERISTICS	RESPONDENTS	ADEQUACY OF PROGRAM MEAN	SD	COMPUTED "t"	DECISION	IMPORTANCE OF CHARACTERISTIC MEAN	SD	COMPUTED "t"	DECISION
29. Records systems and practices are periodically evaluated and improved.	C	2.32	.864	1.13	RETAIN	1.62	.559	0.96	RETAIN
	P	2.15	.736			1.52	.506		
30. Information of a highly confidential nature is not included in the student's records.	C	1.50	.694	2.22	REJECT	1.34	.571	0.32	RETAIN
	P	1.84	.823			1.37	.540		
31. Information not required for transcripts is kept in separate locked files accessible only to qualified personnel as they need it for guidance and counseling.	C	1.85	.956	0.35	RETAIN	1.39	.583	0.55	RETAIN
	P	1.92	.997			1.45	.552		
32. All information about students is released only upon the written instructions of students or in a manner which does not permit identification of individuals.	C	2.04	.879	1.40	RETAIN	1.47	.724	0.56	RETAIN
	P	1.82	.664			1.55	.677		
33. All student records are adequately protected against fire and theft.	C	2.28	.830	0.78	RETAIN	1.31	.468	0.82	RETAIN
	P	2.17	.644			1.40	.545		

COMPARISON OF RESPONSES FOR ALL COUNSELORS AND ALL PRINCIPALS

PROGRAM CHARACTERISTICS	RESPONDENTS	ADEQUACY OF PROGRAM MEAN	SD	COMPUTED "t"	DECISION	IMPORTANCE OF CHARACTERISTIC MEAN	SD	COMPUTED "t"	DECISION
4. Guidance and counseling staff takes part in the planning and evaluation of student activities within the school.	C	2.48	.937	2.13	REJECT	1.67	.589	0.50	RETAIN
	P	2.15	.709			1.72	.554		
5. The guidance and counseling staff is consulted in decisions regarding serious disciplinary action involving students in the school.	C	2.42	1.000	3.13	REJECT	1.53	.652	0.54	RETAIN
	P	1.90	.778			1.47	.554		
6. Appropriate community services are utilized to supplement guidance and counseling activities of the school.	C	2.23	.806	0.32	RETAIN	1.46	.502	0.86	RETAIN
	P	2.17	.854			1.55	.504		
7. Career focus is an important part of the guidance and counseling program.	C	2.34	.819	1.70	RETAIN	1.32	.546	0.86	RETAIN
	P	2.07	.784			1.42	.594		
8. The teaching staff plays a significant role in the planning of the guidance and counseling program.	C	2.80	.910	1.75	RETAIN	1.71	.573	0.05	RETAIN
	P	2.55	.602			1.72	.554		
9. Teachers consider counselors an integral part of the school program.	C	2.29	.923	1.48	RETAIN	1.21	.416	0.93	RETAIN
	P	2.05	.815			1.30	.464		

COMPARISON OF PROFESSIONAL INFORMATION FROM SECONDARY SCHOOL COUNSELORS 1969/1973

For the purposes of comparison the data presented in this part has been contrasted with similar information gathered by Olson's (1969) research on Alaskan secondary school guidance and counseling personnel. Unlike Olson's research the current study does not include the Bureau of Indian Affairs schools but concentrates on Alaskan public secondary schools.(1)

Olson's study contains responses from 9 BIA school counselors which could not be gleaned from the data for a clean one-to-one comparison to the current survey. For general comparison of the data the 9 BIA respondents are not expected to cause a serious problem in analysis.

(1) Olson, p. 47, reports 65 counselors classified as Independent and State Operated Schools personnel. The present study indicates 106 guidance and counseling personnel could be listed in the same grouping. The 1973 population represents an increase of 63.1 percent since 1969.

NUMBER OF YEARS AS SCHOOL COUNSELOR

The median years of counseling experience among Alaskan counselors presented in Figure 3. has increased from 3.2 years in 1969 to 4.2 years in 1973. The greatest change in numbers of counselors occurs in the 0 - 1 years of experience. The trend towards growing counseling staffs with accumulating experience is evident. In a sampling of its national membership a report of research in the American Personnel and Guidance Association (1968) journal states that counselors had an average of 7.7 years counseling experience. A comparison of the number of counselors with up to nine years experience in counseling indicates an interesting parallel with certain conclusions in the APGA (1968) journal article. It states "...there is significant evidence of respondents' intentions during the next ten years to move out of counseling."

Olson shows that 67 (90.5 percent) respondents had nine years or less experience in counseling, and the present survey indicates 68 (85 percent) of the respondents within the same time frame.

FIGURE 3.

NUMBER OF YEARS AS SCHOOL COUNSELOR

YEARS OF EXPERIENCE	NUMBER/PERCENT 1973	1969[1]
0 - 1	5 (6.3)	19 (25.7)
2 - 3	29 (36.3)	21 (28.4)
4 - 5	17 (21.3)	15 (20.3)
6 - 7	12 (15.0)	9 (12.2)
8 - 9	5 (6.3)	3 (4.1)
10 - 11	3 (3.8)	4 (5.4)
12 - 13	4 (5.0)	1 (1.4)
14 - 15	3 (3.8)	2 (2.7)
16 plus	2 (2.5)	-
TOTAL	80 (100.3)	74 (100.2)
MEDIAN	4.2 years	3.2 years
NO REPLY	2	-

(1) Olson, p. 98.

ENGTH OF TEACHING EXPERIENCE OF SCHOOL COUNSELORS

igure 4. indicates the median years of teaching experience among school counselors has decreased 1.8 years ince 1969. The greatest change occurs in the 0 to 10 year brackets.

ith the exception of the 2 additional counselors with 11 - 15 years teaching experience, other brackets from 6 to 0 years indicate a decrease of from one to eight counselors in each group. By contrast the number of counselors ith zero years and 1 - 5 years of teaching experience has increased. The present study indicates that 55.3 ercent of Alaska's counselors have 0 - 5 years of teaching experience as compared to 41.2 percent for those ampled in 1969.

he concentration of counselors in the 1 - 5 years of teaching experience bracket and the gradual reduction of ounselors in the higher brackets of the range, may result from a combination of the following factors:

1. Olson (1969) found that 42 states require from one to five years teaching experience for certification of counselors. However, this trend may be reversing.

2. Other states, though not specifying teaching experience, require the counselor to qualify for a teaching certificate.

3. Counselor preparation programs in universities throughout the country at times require a

minimum of one to two years teaching experience as a condition for acceptance in a course of study, though state certification requirements do not specify teaching experience as a requisite to licensing.*

* Alaska Department of Education does not require prior teaching experience or eligibility for a teaching certificate as criteria for counseling certification, but an approved program which includes a master's degree and internship/practicum is necessary for a five year certificate. The University of Alaska does not require prior teaching experience as a requisite for entrance into a counseling preparatory program.

FIGURE 4.

LENGTH OF TEACHING EXPERIENCE OF SCHOOL COUNSELORS

YEARS AS TEACHER	COUNSELORS/PERCENT	
	1973	1969[1]
0	6 (7.9)	1 (1.4)
1 - 5	36 (47.4)	31 (41.9)
6 - 10	16 (21.1)	22 (29.7)
11 - 15	10 (13.2)	8 (10.8)
16 - 20	5 (6.6)	6 (8.1)
21 - 25	2 (2.6)	3 (4.1)
26 - 30	1 (1.3)	3 (4.1)
Total	76 (100.1)	74 (100.1)
MEDIAN YEARS AS TEACHER:	4.8	6.6
NOT SPECIFIED:	6	--

(1) Olson, p. 96.

NON-SCHOOL WORK EXPERIENCE

Data in Figure 5. indicates that 67 (88.1 percent) of the respondents have had work experience outside the field of education. Six did not indicate any length of time spent in this category.

The median non-school work experience for the present study is 3.75 years. There is little important change evidenced between the medians of the 1973 and 1969 studies. The differences between the two studies results from the larger number (17) of respondents in the current survey specifying years non-school work experience.

Olson (1969) notes that twenty-one states prescribe one to two years work experience in one or more wage-earning jobs other than teaching or counseling for counselor certification. Other states recommend, but do not require non-school work experience for counseling certification. Alaska does not require work experience as criteria for counselor certification.

FIGURE 5.

NON-SCHOOL WORK EXPERIENCE

NUMBER OF YEARS	COUNSELORS/PERCENT 1973	1969[1]
none	9 (11.8)	4 (6.8)
less than a year	3 (3.9)	2 (3.4)
1	6 (7.9)	10 (16.9)
2	12 (15.8)	8 (13.6)
3	6 (7.9)	5 (8.5)
4	8 (10.5)	5 (8.5)
5	8 (10.5)	4 (6.8)
6 plus	24 (31.6)	21 (35.6)
Total	76 (99.9)	59 (100.1)
MEDIAN NON-SCHOOL EXPERIENCE:	3.75 years	3.60 years
NOT SPECIFIED	6	15

(1) Olson, p. 101. Percentages adjusted to balance removal of "Not Specified" from total.

CERTIFICATION OF COUNSELORS

Of significant inportance in Figure 6. is the reduction of eleven uncertified counselors from the total (22) reported by Olson (1969).

FIGURE 6.

CERTIFICATION OF COUNSELORS

(All Categories)

	NUMBER[1]	
	YES	NO
Certified in Alaska	67	10*
Certified in Another State	34	43*

*Six indicate they do not have certification in Alaska or any other State.

(1) Five "Not Specified"

REPORTED STUDENT-COUNSELOR RATIOS

Figure 7. presents data concerning current student/counselor ratios as reported by counselor respondents. The current study indicates that nine counselors in alternative school programs have less than 99 students each. Olson (1969) reports no counselor having less than 100 students.

A comparison of the median student/counselor shows ratios have changed little since 1969. It is noteworthy that 36.8 percent of the 1973 counselors have a student/counselor ratio greater than 400:1. The 500-599:1 bracket has one respondent. No counselor reports having a greater load.

In 1969, 75.8 percent of the counselors had a ratio of 300-499:1. In 1973, 68.4 percent of the counselors had a ratio of 300-499:1, a decrease of 7.4 percent.

In 1969, 12.9 percent of counselors had a ratio of 100-299:1. In 1973, 18.4 percent were in this bracket. The Northwest Association for the Accreditation of Secondary Schools requires a 400:1 ratio, the U.S. Office of Education recommends 300:1. and the American School Counselor Association, 250:1.

FIGURE 7.

REPORTED STUDENT - COUNSELOR LOADS

NUMBER OF STUDENTS PER COUNSELOR	COUNSELORS/PERCENT 1973	1969[1]
0 - 99[2]	9 (11.8)	----
100 - 199	6 (7.9)	7 (10.0)
200 - 299	8 (10.5)	2 (2.9)
300 - 399	25 (32.9)	33 (47.2)
400 - 499	27 (35.5)	20 (28.6)
500 - 599	1 (1.3)	5 (7.1)
600 - 699	----	1 (1.4)
700 - 799	----	1 (1.4)
800 and above	----	1 (1.4)
Total	76 (99.9)	70 (99.9)
MEDIAN STUDENTS PER COUNSELOR:	359.5:1	378.3:1
NOT SPECIFIED	6	4

(1) Olson, p. 115. Percentages adjusted to balance removal of "Not Specified" from total.

(2) Principally Alternative Programs.

PERCENTAGE OF COUNSELOR'S TIME SPENT ON CLERICAL AND RELATED DUTIES

Figure 8. represents non-counseling time spent on clerical and related duties. The median of the counselor's time spent on these activities is 39.5 percent. Counselors reported percentages ranging from zero to 90 percent. The 81-90 percent bracket had one response. All other brackets contain from five to seventeen responses.

FIGURE 8.

PERCENTAGE OF COUNSELOR'S TIME
SPENT ON CLERICAL AND RELATED DUTIES

Time Spent (Percent)	Numbers	Percent of Counselors
0 - 10	7	9.0
11 - 20	11	14.1
21 - 30	12	15.4
31 - 40	10	12.8
41 - 50	17	21.8
51 - 60	5	6.4
61 - 70	9	11.5
71 - 80	6	7.7
81 - 90	1	1.3
Total	78	100.0
MEDIAN TIME SPENT: 39.5 percent		
NO REPLY	4	--

IV. CONCLUSIONS AND RECOMMENDATIONS

The review of current literature, the research instrument, and the results of statistical analysis have provided inputs regarding guidance and counseling programs. The conclusions below are based on these data.

CONCLUSIONS

1. There is sufficient evidence to suggest that few significant differences exist among respondents when they are classified by rural and urban designations.

2. A greater number of significant differences occur because of professional position rather than geographical location.

3. An examination of individual characteristics substantiates the observations of Dietz (Appendix C) that principals and counselors perceive counseling functions differently.

4. There is a need for clarification and agreement between principals and counselors concerning role perceptions and utilization of counselor skills.

5. The number of public secondary school guidance and counseling personnel has increased from 65 in 1969 to 106 in 1973, or 63 percent. The data indicates a slight decrease in student/counselor ratios during this same period.

6. A slight decrease in student/counseling loads since 1969 is evident, with greater emphasis placed on alternative programs. Reported ratio 359.5:1 is less than that recommended by the Northwest Accrediting Association (400:1). Nine counselors (11.8 percent) of the total surveyed are assigned to "alternative school" programs.

7. Similarities in standard deviations indicate a high level of agreement between respondents. Some degree of improvement is suggested for characteristics with a mean response of 2.1 or greater.

8. Ranked differences of means suggest disagreement between principals and counselors regarding Adequacy of Program and Importance of Characteristic.

9. Means of principals' and counselors' responses relating to employment information and services are among the highest in program adequacy and lowest ranked in program importance. This combination indicates an ambivalence towards these activities, and does not reflect growing national emphasis on life careers and vocational education nor similar education needs in Alaska.

10. The 43 program characteristics used in the survey are useful in arriving at a clearer understanding of guidance and counseling programs in Alaska, and can aptly represent a nucleus for planning.

11. The median years of counseling experience has increased by one since 1969.

12. The median years of teaching experience among counselors has decreased 1.8 years since 1969.

13. The median years of non-school work experience has remained approximately the same since 1969, although there appears to be a trend towards fewer years of non-school work. Eighty-four percent of the respondents report one year or more of non-school work experience.

14. All counselors report a given percentage of their time spent on clerical and related duties, with the median time spent reported at 39.5 percent.

RECOMMENDATIONS

In order to expand on the present study and continue to strengthen guidance and counseling programs in Alaska, the following recommendations are offered in view of the findings and conclusions derived from this study.

1. That broadly prescribed recommendations for the improvement of guidance and counseling programs throughout the state would be practical and valid.

2. Minimize differences in principals' and counselors' perceptions through the development of a philosophy for guidance and counseling, measurable objectives, and methods of operation and evaluation.

3. A philosophy and central concepts useful for the formation of program objectives should be developed in terms permitting evaluation. Major areas of concern must include:

   a. Identification of youth development needs equally applicable to education and employment.

   b. Classification of objectives by commonality, uniqueness and priorities.

   c. Specification of strategies and alternatives for implementation. The following educational elements are recommended for inclusion in the total counseling structure of local districts: Administrative staffs; Classroom teachers; Counseling staffs; Students; Parents; and Community resources.

   d. The development of evaluative criteria and evaluation process for determining the effectiveness of each program element specified in the objectives.

4. Utilization of the present survey as a focal point for a systems approach to the improvement of guidance and counseling programs.

5. The Alaska Department of Education should take the leadership in developing evaluative criteria and processes for the improvement of guidance and counseling programs throughout the state. That these criteria adequately reflect the commonality of state needs and uniquenes; applicable to local district youth.

6. That the evaluation process necessitates the development of performance standards and appropriate tests for measuring attainment of objectives. The evaluation of guidance and counseling programs be made a continuing major task of the Alaska Department of Education and that the results of local school district evaluations be reported to the Alaska Department of Education by district superintendents on a regular basis.

7. That the results of this survey, and those of the future, be used by the Alaska Department of Education to establish statewide priorities and funding allocation to bring local districts up to recommended program standards.

8. That greater emphasis be placed upon career guidance and employment services of guidance and counseling programs.

Comments:

Alaskan youth are faced with economic and employment problems unique to the state. Alaska has one of the highest unemployment rates in the country. The work ethic which emphasizes pride in workmanship and individual accomplishment is being challenged by a sophisticated technology. This technology makes it additionally difficult for Alaskan youth to adequately compete with workers trained and educated in other states. Many youth are reporting to jobs with unrealistic expectations. They have little or no experience in decision-making and life-career planning.

9. That counselors and school districts provide more occupational services to students, to include: job placement, part time, summer and post-secondary jobs. Counselors with major responsibility for job placement should be available to local school districts; and that such education and training should be made part of counselor preparatory programs and certification requirements in Alaska.

0. That the present study (Phase I) represents only a portion of the total guidance and counseling sphere of operation. For a broader perspective of existing programs and future needs, students, parents, and the community at large be surveyed, and that the findings of these surveys form a data-base for long-range program recommendations and professional staff development.

1. For the purposes of spending time more beneficially with students, planning, helping school progress, working with parents and the community, counselors need to be relieved of major clerical duties detracting from their primary responsibilities of youth development. Counselors should be provided with clerical and/or paraprofessional staffs to perform non-counseling duties.

2. Greater emphasis be given to counseling with parents, out-of-school youth, and the greater utilization of community resources as part of the guidance and counseling program.

3. That statewide priorities be established for the improvement of guidance and counseling programs.

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APPENDICES

STATEWIDE SURVEY
GUIDANCE AND COUNSELING SERVICES

APPENDIX A

Alaska Vocational Education
Advisory Council

PURPOSE OF SURVEY: The Alaska Vocational Education Advisory Council is seeking your assistance by asking you to provide information which will be used for the preparation of guidelines to improve guidance and counseling services throughout the state.

Administrators, counselors, and students will participate in this important study. Individual responses will be held in the strictest confidence. The final report will be comprehensive. Copies will be provided to all schools.

INSTRUCTIONS: RESPOND TO ALL ITEMS IN THE QUESTIONNAIRE. PLEASE DO NOT LEAVE ANY BLANKS. COMPLETE THE QUESTIONNAIRE INDIVIDUALLY. DO NOT DISCUSS YOUR RESPONSES WITH OTHERS IN YOUR SCHOOL. WE ARE ONLY INTERESTED IN HOW YOU FEEL ABOUT THE CHARACTERISTICS LISTED.

Please provide the following information: (All Respondents)

1. NAME _____ (Last) _____ (First) _____ (Initial)

NAME OF SCHOOL _____

Check One: ☐ Administrator ☐ Counselor

FOR GUIDANCE AND COUNSELING PERSONNEL ONLY.

2. Highest Degree Earned: (Check One) ☐ Baccalaureate ☐ Masters ☐ Doctorate
3. Number of Years as School Counselor: _____ YEARS
4. Prior Teaching Experience: ☐ Yes ☐ No _____ YEARS AS TEACHER
5. Prior Work Experience Outside the Field of Education: ☐ Yes ☐ No _____ YEARS WORK EXPERIENCE
6. Certificated in Alaska as Counselor: ☐ Yes ☐ No
7. Certificated in Another State as Counselor: ☐ Yes ☐ No
8. Indicate the approximate percentage of your time you feel you spend on clerical activities, registration, scheduling and other than actual guidance/counseling. _____ PERCENT
9. Counseling Load. _____ (number of students assigned to you)

PROGRAM CHARACTISTICS FOR
GUIDANCE AND COUNSELING

INSTRUCTIONS: For each item listed please place a ✓ in the box which represents how you feel about the characteristic. If your exact feeling is not found in one of the choices, pick the one which COMES CLOSEST to your true feeling. DO NOT LEAVE ANY BLANK SPACES.

REMEMBER: WE ARE PRIMARILY CONCERNED WITH HOW YOU FEEL ABOUT THE CHARACTERISTIC. RESPOND TO THESE CHARACTERISTICS AS THEY RELATE TO YOUR SITUATION.

Please circle the number in the column which most nearly reflects the level of importance YOU place on the characteristic as necessary for an effective counseling program.

	VERY INADEQUATE	IMPROVEMENT NEEDED	ADEQUATE	EXCELLENT	NOT APPLICABLE	VERY IMPORTANT	DESIRABLE	UNNECESSARY
(EXAMPLE) Schedule and keep appointments			✓			1	(2)	3
1. Philosophy and objectives of the guidance and counseling program are well defined in terms permitting evaluation.						1	2	3
2. The objectives of the guidance and counseling program are understood by the school's professional staff.						1	2	3
3. Each student has a stated career objective and his instructional program reflects this choice.						1	2	3
4. Provisions are made for continuously evaluating and improving the effectiveness of the guidance and counseling services.						1	2	3
5. The administrative staff supports the guidance and counseling program.						1	2	3
6. The guidance and counseling program identifies potential employment opportunities and distributes this information to school personnel, parents, and students.						1	2	3

REMEMBER: WE ARE PRIMARILY CONCERNED WITH HOW YOU FEEL ABOUT THE CHARACTERISTIC. RESPOND TO THESE CHARACTERISTICS AS THEY RELATE TO YOUR SITUATION.

	VERY INADEQUATE	IMPROVEMENT NEEDED	ADEQUATE	EXCELLENT	NOT APPLICABLE	VERY IMPORTANT	DESIRABLE	UNNECESSARY
7. Teachers and counseling staff work together as a team to meet the needs of students.						1	2	3
8. The administration provides the guidance and counseling service with adequate personnel and funding.						1	2	3
9. Private counseling space is attractive and accessible to students.						1	2	3
10. Space is provided for group counseling.						1	2	3
11. There is adequate waiting space for students wishing to use guidance and counseling services.						1	2	3
12. Sufficient storage space and facilities for reference materials, confidential student files, supplies, and test supplies.						1	2	3
13. Counselors have adequate access to current information about requirements for job entry, preparation, and employment opportunities.						1	2	3
14. An opportunity exists for the guidance and counseling staff to have an awareness of the students' environment outside of the guidance and counseling situation; for example, others influencing behavior.						1	2	3
15. Guidance and counseling staff is encouraged to attend individual departmental meetings in the school to assist in coordination of instruction with the guidance and counseling functions and to keep abreast of the curriculum.						1	2	3

REMEMBER: WE ARE PRIMARILY CONCERNED WITH HOW YOU FEEL ABOUT THE CHARACTERISTIC. RESPOND TO THESE CHARACTERISTICS AS THEY RELATE TO YOUR SITUATION.	VERY INADEQUATE	IMPROVEMENT NEEDED	ADEQUATE	EXCELLENT	NOT APPLICABLE	VERY IMPORTANT	DESIRABLE	UNNECESSARY
16. Guidance and counseling staff is kept informed of meetings in the school and is encouraged to participate.						1	2	3
17. The guidance and counseling service assists students with advanced training plans, knowledge of local health and community services, and information about youth activities.						1	2	3
18. Provision is made to assist students with individual assessments of their abilities and interests, personal adjustments, individual perceptions, and values in order for them to make more effective personal decisions.						1	2	3
19. An opportunity is provided for students to develop a self awareness of their attitudes and aptitudes so that they can make more meaningful occupational choices.						1	2	3
20. Guidance and counseling services are available to: a. Parents						1	2	3
b. Out-of-school youth						1	2	3
c. Members of the family						1	2	3
21. Counseling is available to students: a. When they feel they need it						1	2	3
b. When the counselor feels they need it						1	2	3
c. When administrators and teachers feel they need it						1	2	3

REMEMBER: WE ARE PRIMARILY CONCERNED WITH HOW YOU FEEL ABOUT THE CHARACTERISTIC. RESPOND TO THESE CHARACTERISTICS AS THEY RELATE TO YOUR SITUATION.	VERY INADEQUATE	IMPROVEMENT NEEDED	ADEQUATE	EXCELLENT	NOT APPLICABLE	VERY IMPORTANT	DESIRABLE	UNNECESSARY
22. The guidance and counseling staff is active in employment placement efforts.						1	2	3
23. In-service training for the improvement of professional skills is provided for in the budget for guidance and counseling staff.						1	2	3
24. A guidance and counseling orientation program is provided for students, parents, and professional staff in the school by the guidance and counseling department.						1	2	3
25. A continuous orientation process for guidance and counseling services is carried on throughout the school year.						1	2	3
26. The confidentiality of all information obtained for guidance and counseling purposes is scrupulously maintained.						1	2	3
27. A regular follow-up program is part of the guidance and counseling services.						1	2	3
28. A cumulative educational record is maintained for each student.						1	2	3
29. Records systems and practices are periodically evaluated and improved.						1	2	3
30. Information of a highly confidential nature is not included in the student's records.						1	2	3
31. Information not required for transcripts is kept in separate locked files accessible only to qualified personnel as they need it for guidance and counseling.						1	2	3

REMEMBER: WE ARE PRIMARILY CONCERNED WITH HOW YOU FEEL ABOUT THE CHARACTERISTIC. RESPOND TO THESE CHARACTERISTICS AS THEY RELATE TO YOUR SITUATION.

	VERY INADEQUATE	IMPROVEMENT NEEDED	ADEQUATE	EXCELLENT	NOT APPLICABLE		VERY IMPORTANT	DESIRABLE	UNNECESSARY
32. All information about students is released only upon the written instructions of students or in a manner which does not permit identification of individuals.							1	2	3
33. All student records are adequately protected against fire and theft.							1	2	3
34. Guidance and counseling staff takes part in the planning and evaluation of student activities within the school.							1	2	3
35. The guidance and counseling staff is consulted in decisions regarding serious disciplinary action involving students in the school.							1	2	3
36. Appropriate community services are utilized to supplement guidance and counseling activities of the school.							1	2	3
37. Career focus is an important part of the guidance and counseling program.							1	2	3
38. The teaching staff plays a significant role in the planning of the guidance and counseling program.							1	2	3
39. Teachers consider counselors an integral part of the school program.							1	2	3

APPENDIX B

COMMUNITIES INCLUDED IN THE PROJECT

1. Adak
2. Anchorage*
3. Cordova
4. Craig
5. Dillingham
6. Eagle River
7. Eielson
8. Elmendorf
9. Fairbanks*
10. Haines
11. Homer
12. Hoonah
13. Juneau/Douglas*
14. Ketchikan*
15. Kenai
16. Kodiak*
17. Nenana
18. Ninilchik
19. Nome
20. Palmer
21. Petersburg
22. Seward
23. Sitka*
24. Skagway
25. Wrangell

*Designated Urban Areas

APPENDIX C

PRINCIPALS' ATTITUDES TOWARD COUNSELOR ROLE AND FUNCTION

(Dietz, Siegfried C., 1972, p. 2)

	RECOMMENDATION	RANK	MEAN	S.D.	S.E.
1.	Program Development	4	22.76	7.99	0.61
2.	Counseling	6	23.70	8.48	0.65
3.	Pupil Appraisal	7	23.92	8.70	0.67
4.	Educational and Occupational Planning	5	23.34	8.10	0.62
5.	Referral	9	24.77	9.61	0.74
6.	Placement (Within curriculum)	1	22.04	8.74	0.67
7.	Parent Help	8	24.75	9.22	0.71
8.	Staff Consulting	3	22.72	9.10	0.70
9.	Research	10	27.13	8.99	0.69
10.	Public Relations	2	22.11	8.76	0.67

This table indicates that the principals perceived each of the 10 recommendations differently. A high mean score of 27.13 was recorded for Research and a low mean score of 22.04 for Placement. It should

be noted that the higher mean score reflects a less positive perception of the activity. Therefore, principals perceived Placement most positively and Local Research least positively. The rank order in degree of positive attitude toward the 10 recommendations was as follows: (1) Placement, (2) Public Relations, (3) Staff Consulting, (4) Program Development, (5) Educational and Vocational Planning, (6) Counseling, (7) Public Appraisal, (8) Parent Help, (9) Referral, and (10) Research.

The majority of the principals, with some variations viewed quite positively all of the ASCA recommendations. The data also suggest that principals perceive most positively those activities which enhance the smooth operation of the school program and present the school in a favorable light. Placement, which implies the formation of the school's master schedule and primarily the principal's responsibiltiy, was ranked most positively. ASCA, however, indicates that schedule building is a misuse of the counselor's time. Since Tennessee counselors devote a significant amount of time to scheduling and all of its ramifications, this finding might have been expected.

The second most positive perception of principals was Public Relations. Doubtless, public relations is important in our society. The school, because of its dependence on funds from the public, is sensitive to good public relations. Therefore, the principal who is responsible for what happens in his school cannot help but be sensitive to the dynamics of positive public relations.

The relatively low rank of six ascribed to Counseling by the principals bears out the evidence in counseling literature that counselors and administrators do not agree on priorities of counselor

role and function activities. ASCA regards counseling as the single most important activity for counselors. It might be speculated that principals are not fully cognizant of the impact of good, professional counseling in a school.

In a 1967 study by M.R. Crowell, it was found that only four state departments of education of the 49 studied asked schools to provide information on all 10 ASCA recommendations. Furthermore, only 13 of 22 state departments, using a similar report form, requested information on counseling. It would appear that if school administrators are not asked to report on counseling activities to their state departments, the importance of counseling as a significant activity may be diminished.

Principals perceived Research least positively, and this is in agreement with counselor job satisfaction rankings I discovered in a 1970 study. If principals would encourage and support counselors in research activities aimed at proving the effectiveness of counseling, a more positive perception of Research would prevail

FINDINGS AND RECOMMENDATIONS

A summary of the findings relative to the principals' attitudes toward the 10 ASCA recommendations is as follows:

1. Principals perceive counselor role and function activities as recommended by ASCA from slightly

positive to quite positive.

2. Principals perceive most positively Placement, Public Relations, and Staff Consulting.

3. Principals perceive least positively Local Research, Referral, and Parent Help.

4. Principals perceive the counselors' primary responsibility of Counseling less positively than they did five other counselor activities.

These findings indicate some ambivalence on the part of principals in perception of counselor role and function. Since this study was the first to investigate principals' attitudes toward the ASCA recommendations, further studies of other principal populations should be made.